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ABSTRACT

Three hundred eighty-eight students in 16 randomly chosen high schools in Oregon were interviewed to determine their attitudes toward the issue of sex equity. About half the students were vocational students, and half were non-vocational students. From these interviews, a number of conclusions were drawn, including the following. (1) About 30-40 percent of vocational and non-vocational students see significant differences between men and women in terms of work attitudes and abilities. Female students are much less likely to see such differences. (2) Vocational students are more likely to work fulltime the first year they leave high school than non-vocational students, and more females of both groups plan to work parttime. (3) Between 20 percent and 30 percent of all students said they had been discouraged from taking a course, most often by other students. Within the school environment, other students and counselors were cited as having the most influence over students' selection of courses. (4) About one-third of the students did not know about their school's job exploration or job/career awareness activities. (5) Female students were more likely to have discussed job or career plans with their counselors. More than half the students have a job outside school. Non-vocational females are likely to receive a lower hourly wage than are males. (6) Non-vocational students have both higher aspirations and expectations toward post-high school education than do vocational students. Among non-vocational students, males and females have similar aspirations, but males are more likely to believe they will carry them out. (Attitudes of teachers, counselors, and principals were also studied--see note.) (KC)

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Sex Equity in Secondary Schools: Implications for Vocational Education

Summary of Student Survey 1981

Prepared for
Oregon Department of Education

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SUMMARY

- About 30 - 40% of vocational and non-vocational students see significant differences between men and women in terms of what motivates them to work, what is rewarding, and how well they perform. Female students, both vocational and non-vocational, are much less likely to see such differences.
- Vocational students are more likely to work full-time the first year they leave high school than are non-vocational students. Many more females (both vocational and non-vocational) plan to work part-time.
- Non-vocational students have both higher aspirations and expectations toward post-high school education than do vocational students. Among non-vocational students, males and females have similar aspirations, but males are more likely to believe they will carry them out.
- Between 20% and 30% of all vocational and non-vocational students stated they had been discouraged from taking a course. Students were most often discouraged by other students.
- Twenty-seven percent (27%) of the vocational students and 34% of the non-vocational students did not know if their school had job exploration activities, and 32% of the vocational students and 39% of the non-vocational students did not know about job/career awareness activities.
- Female students (both vocational and non-vocational) were more likely to have discussed job or career plans with their counselors.

• Within the school environment, other students and counselors were cited by both vocational and non-vocational students as having the most influence over their selection of courses.

• More than half of all students (both vocational and non-vocational) stated that they have a job outside of school. Non-vocational females are likely to receive a lower hourly wage than are males.

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INTRODUCTION

The following summary report is the first of two such reports completed by Northwest Attitudes, Inc. (NWA) for the Oregon Department of Education. This report is concerned with the attitudes of students toward the issue of sex equity. The second report deals with the attitudes of teachers, counselors, and principals toward the same issue. This research is designed to fulfill some of the goals established in the Oregon Vocational State Plan (fiscal year 1980 - 1982). Specifically, this plan calls for research to "establish baseline data, identify needs, and determine attitudes of educators and students toward sex equity practices."

Data used to prepare this report were collected between April 20 and May 7, 1981 by NWA staff. Sixteen randomly chosen schools from around the state participated in the study. A total of 388 students were interviewed: 193 of these were vocational students, and 195 were non-vocational students. Students were asked questions about the following:

1. What kind of information is available to help students choose courses? Is it used?
2. What kinds of occupational and educational aspirations/expectations do students have?
3. Do students work outside of school? Is the work related to the courses they are taking?
4. Do students feel they are being discouraged from taking certain courses?
5. What kinds of support networks do students have? Who helps them make course choices? Who is the greatest influence?

6. What do students think of the courses they are now taking? Have they ever considered taking a different set of classes?
7. What are the attitudes of students toward the role(s) of women in the work place? Are women seen as equally capable and motivated?

This summary highlights differences in responses between vocational and non-vocational students and between male and female students.

STUDY DESIGN

A. Questionnaire Design

There are two versions of the basic questionnaire developed for the student portion of the sex equity survey: a vocational student version and a non-vocational student version. This was done because certain questions were applicable to only one or the other of the student groups. About 90% of the questions, however, were common to both questionnaires. (For copies of the two student questionnaires including the frequency of response to each item, see Appendices A and B.)

The questionnaires were written by NWA in conjunction with the Oregon Department of Education. Material was also included from the following sources:

Department of Health, Education, and Welfare, "The Study of Sex Equity in Vocational Education." Prepared by the American Institute of Research. Palo Alto, California, 1977.

Scotten, Kathryn; Jacklin, Pamela; and Orozco, Margarita, "Achieving Sex Equity: Assessing and Implementing Compliance with Title IX in Public Schools." The Pacific Institute for Nonsexist Education, Portland State University, 1978.

State Department of Education, The State of New York, "Sex Equity in Education."

Wirtenberg, Thelma Jean, "Expanding Girls' Occupational Potential: A Case Study of the Implementation of Title IX's Anti Sex-Segregation Provision in Seventh Grade Practical Arts." Ph.D. dissertation, University of California, Los Angeles, 1979.

B. Sample Design

Twenty schools were randomly selected in the following manner: First, the sample frame (all high schools in the state of Oregon) was stratified by region and by community socio-economic status. Schools were then randomly selected in proportion to combined 11th and 12th grade enrollments (viz., the greater the number of 11th and 12th grade students, the greater the probability of selection). The sample of schools chosen accurately represents the distribution of schools within the state.

Once the schools were selected, five groups within these schools were surveyed. All teachers, all counselors, the principal and a random sample of vocational and non-vocational students in 11th and 12th grade were included. Because the students were chosen randomly, they represent the views of students throughout the state.

An equal number of vocational and non-vocational students took part in the survey so that detailed comparisons could be made between these two groups of students. There is a good statistical reason for this strategy. Equal sample sizes reduce the standard error of any difference that may exist between the compared groups. Students were determined to be vocational by using course lists provided by each school participating. Definitions used were in accordance with Vocational Education Guidelines. (See Section C for definitions.)

Only 16 of the 20 schools asked to participate actually did so. The reasons for refusing to take part were varied. The schools that refused are not clustered in any one geographic area nor do they represent any one size grouping. NWA has not been able to detect any consistent pattern in the refusals.

It should be noted that all sampling procedures are subject to sampling error, which can be defined as the difference between any one sample and repeated sampling of the same population. The table below indicates the maximum sampling error for samples of 193 and 195, calculated at the 95% confidence level.

TABLE 1

<u>Percentage Split</u>	<u>Sampling Error</u>	
	<u>n=195</u>	<u>n=193</u>
90%/10%	<u>+4.2%</u>	<u>+4.2%</u>
80%/20%	<u>+5.6%</u>	<u>+5.6%</u>
70%/30%	<u>+6.4%</u>	<u>+6.4%</u>
60%/40%	<u>+6.8%</u>	<u>+6.8%</u>
50%/50%	<u>+7.0%</u>	<u>+7.0%</u>

As an example of how to use this table, consider the survey results to Question #30. Among vocational students, 22% stated that their counselor was the greatest influence on their choice of courses, and 78% gave a different reply. Looking at the closest percentage split in the left-hand column of Table 1 (80%/20%) indicates that the sampling error is $\pm 5.6\%$ at the 95% confidence level. This means that 19 out of 20 samples will produce results to this question within a range of $22\% \pm 5.6\%$.

C. Limitations of the Data

While the refusal of a small number of schools to participate was not judged an obstacle to the validity of the data, care must be exercised in using the findings included in this report. There are two issues of importance.

The first of these has to do with the definition of a vocational student. In order to be considered a vocational student, a student had to be taking at least two courses (or one two-hour block) in an approved cluster. This corresponds to a weighted average of 1.0 or greater.

Unfortunately, this definition is somewhat nebulous, and students typically take courses (even at the 11th and 12th grade levels) from a wide range of choices. The traditional distinction between vocational as a "skills to get a job" track and non-vocational as a more "academic" track are blurred at best. When differences between the two categories of students were found, differences tended to be quite small. In part, this is because of overlapping definitions. Keep in mind, when reading this report (or any report using the state's definitions of a vocational student) that the labels "vocational" and

"non-vocational" are imposed upon a student, and the label may not correspond to a student's self-perception.

The second warning has to do with the sample size and the stratification of the sample by type of student. The relatively small sample sizes (195 and 193) limited the amount of sub-group analysis that could be done. The data are best viewed as state-wide results of two groups of students. Any more specificity, such as student opinions broken down by race or region could be overstepping the data and making invalid generalizations.

Also, because the data were stratified into two student groups — vocational and non-vocational — no statements have been made about students in general. Conclusions based on the data have always been prefaced by "Vocational students think..." or "Non-vocational students think..." and never by "Students in general think...."

ATTITUDES TOWARD WOMEN AND WORK

All students surveyed were given a series of statements about women in the work place and asked if they strongly agreed, somewhat agreed, somewhat disagreed, or strongly disagreed. The results provide some insight into differences between male and female students and also establish a baseline that can be used to measure shifts in attitudes over time. It should be kept in mind, however, that the data presented in this section do not provide any fixed reference point for stating that males or females are liberal or conservative or traditional or non-traditional; the data are useful for pinpointing differences only.

When looking at the attitudes of vocational students compared to non-vocational students, the most important finding is that there is no measurable difference between the two groups of students. (See the table below.)

TABLE 2

Attitudes of students toward women and work

		Mean Scores	
		<u>Vocational</u>	<u>Non-vocational</u>
A.	Women are more satisfied than men with intellectually undemanding jobs.	2.7	3.0
B.	Men are better able to handle crises at work than women.	2.8	2.9
C.	Women who work require greater amount of sick leave than men.	3.0	3.1
D.	It's more important for a man to earn good money than it is for a woman.	3.1	3.1
E.	When jobs are scarce, equal opportunity for men and women is not such an important issue.	3.0	3.1

TABLE 2 (cont.)

		Mean Scores	
		<u>Vocational</u>	<u>Non-vocational</u>
F.	There are some jobs that are more suitable for men than women.	1.3	1.7
G.	Women as opposed to men tend to work only when it is an economic necessity.	2.8	2.9
Overall Mean		2.7	2.8

The mean scores were calculated by assigning the values 1, 2, 3, 4 to strongly agree, somewhat agree, somewhat disagree, and strongly disagree respectively. The higher the score, the more egalitarian the position. As can be seen, the overall average scores for vocational students and non-vocational students are virtually identical (2.7 to 2.8). To transform these numbers back into words, the mean response was between somewhat agree and somewhat disagree.

Presenting only the mean results, however, masks the variations in the data. It should be kept in mind that about 30 - 40% of both vocational and non-vocational students consistently indicated that there are real differences between men and women in terms of what motivates them to work, what is rewarding, and how well they perform.

While no differences were found between vocational and non-vocational students with regard to attitudes about women and work, there were differences found between male and female students. Consider the table below (The statements A through G are the same as those used above).

TABLE 3
Differences between male and female
non-vocational students

<u>Statement</u>	<u>Mean Score</u>	
	<u>Females</u>	<u>Males</u>
A	3.1	2.8
B	3.4	2.3
C	3.3	2.9
D	3.4	2.8
E	3.3	2.9
F	1.9	1.5
G	3.1	2.6
Overall mean	3.1	2.5

While the differences are not great, the pattern is consistent: female non-vocational students are unlikely to believe that women should take a back seat to men in the work place. The largest difference between male and female students was observed in the responses to the statement, "Men are better able to handle crises at work than women." Female students were much more likely to disagree with this statement than were males.

Table 4 provides the same information as above but for vocational students.

TABLE 4
Differences between male and female
vocational students

<u>Statement</u>	<u>Mean Score</u>	
	<u>Females</u>	<u>Males</u>
A	2.9	2.6
B	3.3	2.2
C	3.2	2.8

TABLE 4 (cont.)

<u>Statement</u>	<u>Mean Score</u>	
	<u>Females</u>	<u>Males</u>
D	3.6	2.6
E	3.2	2.7
F	1.8	1.4
G	3.1	2.5
Overall mean	3.0	2.5

These results are very similar to those for non-vocational students.

Summary

There are few, if any, differences between vocational and non-vocational students as measured by the seven agree/disagree statements. About 30 - 40% of each group thinks there are significant differences between men and women in terms of what motivates them to work, what is rewarding, and how well they perform. Female students, both vocational and non-vocational, are much less likely to see differences than are male students.

PLANS FOR THE FUTURE: ASPIRATIONS AND EXPECTATIONS

In this section, information is provided regarding thoughts that students have on their future. Students were asked to indicate what they planned to do in the year after they left school. Next, they were asked about their educational goals. These questions were followed by questions asking students what they really expected to do. This information provides insight into a major part of the sex equity puzzle. What differences, if any, exist between male and female students with regard to their educational aspirations and expectations.

The table below indicates what students stated they plan on doing during the year after they leave high school.

TABLE 5

What do you plan to do...?

	<u>Vocational</u>	<u>Non-vocational</u>	<u>Significant Difference</u>
Work full-time	36%	24%	Yes
Work part-time	32	40	No
Enter the military	11	10	No
Go to a private vocational/business school	10	7	No
Enter apprenticeship program	8	3	Yes
Enter vocational program at a community college	19	9	Yes
Go to community college-not for vocational	13	21	Yes
Go to a four-year college	26	42	Yes
Get married	8	10	No
Other	9	7	No
Don't know	7	7	No

As can be seen, vocational students were more likely to state that they plan to work full-time (36% to 24%), to enter an apprenticeship program (8% to 3%), or to go to a community college for a vocational program (19% to 9%). Non-vocational students were more likely to state that they will continue their education in a non-vocational community college program (21% to 13%) or go to a four-year college (42% to 26%).

When looking at differences between male and female non-vocational students, one significant difference stands out. Females were much more likely to state that they would be working part-time than were males (54% to 23%). Other differences between males and females, however, were marginal. In contrast, the differences between male and female vocational students were more defined. (See the table below.)

TABLE 6

What do you plan to do...?
(Vocational students)

	<u>Females</u>	<u>Males</u>	<u>Significant Difference</u>
Work full-time	29%	43%	Yes
Work part-time	41	23	Yes
Enter the military	4	18	Yes
Go to a private vocational/business school	10	10	No

TABLE 6 (cont.)

	<u>Females</u>	<u>Males</u>	<u>Significant Difference</u>
Enter apprenticeship program	3%	14%	Yes
Enter vocational program at a community college	13	25	Yes
Go to community college-not for vocational	15	10	No
Go to a four-year college	34	19	Yes
Get married	12	4	Yes
Other	9	7	No
Don't know	6	7	No

When asked to state what occupation they would choose if they could select any at all, students answered with a diverse array of responses. Because they were so varied, it was impossible to come up with a coding scheme that would allow for proper analysis. Therefore, only the data concerned with educational aspirations and expectations are presented.

Among non-vocational students, about 7% of both males and females desire only to complete high school. Ninety-three (93%) would like to further their education once they leave high school. About 89% actually expect to continue their education past high school. Among vocational students, about 90% would like to continue their education past high school. Here, though, there are differences by sex. Male vocational students slightly more often stated that they desired to complete high school and nothing else.

At a higher level of aspiration, about 29% of female non-vocational students and 27% of male non-vocational students stated that they desired to do post-college graduate work. Looking at expectations, however, shows that only about 50% of those females, contrasted with 75% of the males, thought they would actually go on to do graduate work after college.

Summary

Vocational students are more likely to go to work full-time when they leave high school than are non-vocational students. Non-vocational students are more likely to continue their education either at a community college or a four-year college.

The differences between non-vocational male and female students was marginal in terms of what they expect to do their first year out of high school. The only exception to this is that females more often stated they would work part-time. The difference between vocational male and female student were many in comparison. (See Table 6 for a summary of these differences.)

Non-vocational students have both higher aspirations and expectations toward post-high school education than do vocational students. Among non-vocational students, males and females have similar aspirations, but males are more likely to believe they will be carried to fruition.

ACCESS TO CLASSES

Sex equity in education assumes equal access to courses by both female and male students. Thus, the questionnaire included questions designed to point up any limitations to access to courses that may exist. Specifically, these issues were addressed: 1) which vocational programs were taken -- or considered and not taken -- by non-vocational and vocational students; 2) in which ways, if any, students perceive themselves to be limited -- or even discouraged -- in their choice of classes; and 3) how other factors such as awareness and use of job and career information, programs, or other activities may limit access to courses.

A series of questions addressing the first of these issues was asked of non-vocational students, and from these responses, two interesting findings emerged. When the students were first asked if they had ever taken classes in a vocational program, 80% responded that they had; 10% said they had not; and 10% did not respond. The students sampled did not seem to view vocational classes to be restricted to vocational students.

Those students who had not considered taking any classes in vocational programs (10% of all non-vocational student) were asked why they had not considered it. Table 7 outlines their responses:

TABLE 7

Why did you decide not to take classes...? *

Scheduling problems	29%
Other classes more important/necessary/ required	27
Not interested	19
Not offered	9
Career/educational objectives not met	7
Prerequisites	1
Other	7
No response	1

*This table represents the responses of only 10% of the non-vocational students.

"Scheduling problems" and "Other classes more important/necessary/required" were the two most frequently cited reasons (29% and 27% respectively). These data indicate that students do not perceive themselves as having been dissuaded from vocational classes because of sex role stereotyping or sex bias. It seems also, that with more flexible scheduling students would be more receptive to trying vocational classes.

Vocational students were asked several questions about their enrollment in vocational programs. Much of the data from these questions is inconsequential, but one of the questions uncovered an important finding. When the students who had been enrolled in other vocational programs and had changed to their current program were asked why they had done so, many responses were given, but none indicated that students were being discouraged or intimidated from continuing in the program on the basis of their sex. By far, the most frequently cited reason for not continuing was "Other interests; wanted other experience."

The next few questions, asked of all students about classes in general, sought to determine whether students felt that they have been limited in the number and kinds of courses they are able to take. Students were first asked the following: "Are there any classes you would like to take but have not been able to?" Forty-three percent (43%) of the vocational

students and 49% of the non-vocational students responded "Yes" to this question. This 6% difference is not a significant one. The two groups of students should be treated as essentially the same. Among males and females (both vocational and non-vocational), there were also no significant differences.

Those students who said that there were classes which they had been unable to take were asked to list them. The number of vocational and non-vocational students who responded to this question was quite small, but, of those responses given, the majority of the classes named were vocational. Too few reasons for being unable to take classes were given, and, as a result, there were not enough cases to generate statistics. Of the reasons given, however, "Scheduling problems" and "Classes not offered" were the most frequently cited problems.

The next set of questions regard the specific issue of students being discouraged from taking particular classes. Students were asked "Has anyone within your school ever discouraged you from taking any particular courses?" Twenty-nine percent (29%) of the non-vocational students and 20% of the vocational students replied "Yes", a difference which is not statistically significant. The differences between male and female students in each of these groups is also statistically insignificant, but in both cases, a slightly higher percentage of females said that they had been discouraged.

Those students who have been discouraged from taking a particular class were asked to list the classes. Although the number of respondents was small, the data indicate that over one-third of the non-vocational students had been discouraged from taking vocational classes and that over one-third of the vocational students had been discouraged from taking academic classes.

As a last question in this series, students were asked to indicate who it was that had discouraged them from taking a class. Again, because of the small number of cases, it is difficult to establish much reliability in this particular set of data. It is clear, however, that other students were mentioned far more often than any faculty members. Among non-vocational students, of those who had been discouraged from taking a class, 68% stated that it was other students who had discouraged them. For vocational students, the percentage was 51%. Male and female students did not vary significantly from this overall finding.

All students were asked if they had ever taken a class in which most of the other students were of the opposite sex. The purpose of this question was to learn something about classroom dynamics as it relates to a student's willingness to take non-traditional courses. It was hypothesized that, completely separate from course content, students make decisions to take or not take classes based on whether there will be others of the same sex enrolled.

Sixty-four percent (64%) of all vocational students and 70% of all non-vocational students stated that they have been in a class in which most of the other students were members of the opposite sex. There is no statistical difference, however, between the two groups.

Of those who have been the minority sex in at least one class, about 41% said that it was different in some way than a more balanced class. Most students did not state why the class seemed different, although they were given the opportunity to do so. The few responses that were given are interesting (but not a random sample). The most often cited difference was that the opposite sex was too rude/rowdy and that the class tended to be disrupted too often. The second most often cited difference was that the minority sex felt inhibited and less willing to participate in class discussion. Both of these were more often mentioned by female students than male students.

Finally, all students were asked if they would be willing to take a course in which most of the other students were members of the opposite sex. Over 92% of all vocational and non-vocational students stated they would be very willing or somewhat willing to take a course under such circumstances. This opinion was stated by female and male students alike.

The third issue in this section deals with how other factors such as awareness and use of job and career information may limit access to courses.

First, questions were framed to uncover the students' awareness of and familiarity with the educational information available at their schools, and the students' perceptions of the usefulness of such information. This series of questions began with a general question of "Is job and/or career information available at your school?" The following table illustrates the results:

TABLE 8

Is job and/or career information
available at your school?

	<u>Vocational</u>	<u>Non-vocational</u>
Yes	90%	85%
No	2	5
Don't know	6	10

The percentage of positive responses from both vocational and non-vocational students was high (90% and 85% respectively), with the percentage of positive responses from non-vocational students being slightly lower, though this difference is not statistically significant. Note that 9% of

the vocational students and 10% of the non-vocational students did not know whether or not the information was available. There were no statistically significant differences by sex.

Students were then asked to evaluate the helpfulness of the job and/or career information. From the responses to this question, it was determined that 88% of the vocational students and 84% of the non-vocational students surveyed had used the information. Of these students, 70% of the vocational students and 71% of the non-vocational students responded that the information was at least "somewhat helpful" — a nearly identical response for both sub-groups.

Students were asked the following question, "Does your school have a job and/or career center?" The table below illustrates the students' responses.

TABLE 9

Does your school have a job and/or career center?

	<u>Vocational</u>	<u>Non-vocational</u>
Yes	75%	69%
No	7	7
Don't Know	18	24

Seventy-five percent (75%) of the vocational students and 69% of the non-vocational students responded "Yes". The number of positive responses from non-vocational students is slightly less than the percentage of positive responses from vocational students; however, the difference between these two figures is not statistically significant. The percentages of vocational and non-vocational students who answered "Don't Know" was 18% to 24% respectively. There was no difference between males and females regarding knowledge of a job and/or career center.

When students were asked if they were given class time to visit and use the center, about half of each group (48% of the vocational students and 50% of the non-vocational students) responded "Yes" to the question.

Students were then asked about specific activities in the following question, "Does your school have job exploration activities which take students to visit the worksite of an individual to find out about his/her job?" The percentage of students answering "Yes" dropped to below 50% in both sub-groups as shown in the table below.

TABLE 10

Does your school have job exploration activities...?

	<u>Vocational</u>	<u>Non-vocational</u>
Yes	45%	37%
No	23	26
Don't Know	27	34
No Response	5	3

As can be seen from the table, non-vocational students were less likely to say "Yes" and more likely to say "Don't Know" than were vocational students. Of those students who stated that job exploration activities are offered at their school, 34% of the non-vocational compared to 59% of the vocational students responded that they had participated in these activities. These data indicate that non-vocational students are less likely to know about job exploration activities and are also less likely to participate in them than are vocational students.

This raises the question of why more non-vocational students are not taking advantage of job exploration activities. Assuming that such activities could be beneficial for all students, it seems evident that

the two types of students perceive their needs differently. Another possible explanation is that currently job exploration activities explore more vocational jobs in which non-vocational students would be less likely interested.

Of the students who had taken part in such activities, there were no significant differences concerning the helpfulness of the activity. Over 80% of the vocational and non-vocational students responded that the activity was at least "somewhat helpful."

Next, students were asked the question, "Are there any job or career activities such as special films or lectures available at your school?" Table 11 illustrates the results:

TABLE 11

Are there any job or career awareness activities...?

	<u>Vocational</u>	<u>Non-vocational</u>
Yes	54%	47%
No	12	11
Don't Know	32	39

The non-vocational students responding "Yes" was less than the number of vocational students giving the same response (47% to 54%); however, this difference is not a statistically significant one.

When those who were aware that such activities existed were asked if they had attended any, slightly more of the vocational students than the non-vocational students answered "Yes" (60% to 50% respectively). Among non-vocational students, females were more likely to participate than were males (52% to 46%), but again, this is not statistically significant.

The majority of those students in both sub-groups who had attended an activity responded that the experience was at least "somewhat helpful" (vocational to non-vocational students, 84% to 92%). The percentages of students answering "Don't Know" to the question were fairly high (39% of the non-vocational students and 32% of the vocational students).

Looking back at the tables in the third part of this section, certain patterns emerge. First, the percentage of non-vocational students who are aware of job/career information and activities is consistently a few points lower than the percentage of vocational students. Second, the percentage of respondents answering "Don't Know" is larger for non-vocational students than vocational students. In addition, for both sub-groups, the percentages of "Don't Know" responses increases as the questions become more specific. While these patterns may be interesting, the differences are not sufficiently large to establish definite relationships. To proffer these as more than patterns would be misleading and a statistically unsound use of the data.

Finally, one last source of potential career and educational information was examined: guidance counselors. Students were asked if they had ever discussed their job or career plans with their guidance counselor. Sixty-one percent (61%) of the vocational and 62% of the non-vocational students answered "Yes". When asked to rate the helpfulness of their guidance counselor, about 80% of both groups of students stated that they found their counselors very helpful or somewhat helpful.

Among non-vocational students, females were more likely to discuss such plans with their counselor than were males (67% to 55% respectively). Among vocational students, females were more likely to discuss plans with their counselor by a 75% to 46% margin.

Summary

Non-vocational students who have considered taking vocational courses but have not done so, cite "Scheduling problems" and "Other classes more important/necessary/required" as the two biggest reasons. Vocational students who have changed vocational programs indicated that "Other interests" was the biggest reason for the change.

Between 20% and 30% of vocational and non-vocational students stated they had been discouraged from taking a course. Within both groups, "Other students" were most often cited as doing the discouraging.

About two-thirds of all students (vocational and non-vocational) stated that they have taken courses in which a majority of the class was of the opposite sex.

Among the questions asked which revealed the students' awareness of educational information and activities, the data indicated no significant differences between vocational and non-vocational students, although among those students who were aware of such information and activities, the percentage of non-vocational students was consistently a fewer points lower than vocational students. There were no significant differences by sex.

A somewhat large number of both vocational and non-vocational students were not aware of specific educational activities. Twenty-seven percent (27%) of the vocational students and 34% of the non-vocational students did not know if their school had job exploration activities, and 32% of the vocational students and 39% of the non-vocational students did not know about job/career awareness activities.

Of those students who stated that job exploration activities are offered at their school, 34% of the non-vocational compared to 57% of the vocational students said that they had participated in these activities. The data indicated that non-vocational students are less likely to know about these activities and also are less likely to participate in them.

Female students (both vocational and non-vocational) were more likely to have discussed job or career plans with their counselors. About 80% of all students rated counselors as very helpful or somewhat helpful in providing information.

INFLUENCES ON AND SUPPORT OF COURSE SELECTION

Students were asked which people (from a list of 11) helped them decide which courses to take. From the same list students were asked to indicate which one person was the most influential.

The results for vocational and non-vocational students are presented below. Multiple responses were encouraged, so the columns in the table add up to more than 100%. The column farthest to the right indicates whether the difference between vocational and non-vocational students is a significant one.

TABLE 12

Which people helped you decide...?

	<u>Vocational</u>	<u>Non-vocational</u>	<u>Significant Difference</u>
Other students	51%	57%	No
Non-vocational teacher	9	10	No
Vocational teacher	28	14	Yes
Counselor	38	54	Yes
Teacher aide	0	0	—
Principal	0	0	—
Job center personnel	9	7	No
Mother	50	63	Yes
Father	39	49	No
Brother/sister	26	32	No
Other	11	12	No
No one	12	8	No

The three most often mentioned groups were other students, counselors, and mother or father — especially mother. It is interesting that non-vocational teachers stand out for their lack of influence. Vocational teachers, on the other hand, are cited by students (even by non-vocational students) more often as helping.

Students were asked to indicate which one of the persons listed was the greatest influence on their choice of courses.

TABLE 13

Who was the greatest influence?

	<u>Vocational</u>	<u>Non-vocational</u>
Other students	14%	11%
Non-vocational teacher	1	1
Vocational teacher	7	2
Counselor	22	18
Teacher aide	3	1
Principal	—	—
Job center personnel	1	1
Mother	18	24
Father	10	11
Brother/sister	8	10
Other	8	8
No one	11	15

In interpreting this table, it is important not to dwell on differences between vocational and non-vocational students. These differences are small and, in most cases, not significant. What is interesting is that about 1 in 5 students cited their guidance counselor as the greatest in-

fluence on their choice of courses. Also, the family, especially the mother or female guardian, is a major influence.

When looking at male and female students within the groupings of vocational and non-vocational, it is evident that the results are very similar to the ones presented above. Both male and female students cite family, counselors, and other students as the greatest influence over their course selection.

Students were also asked a series of questions regarding how "significant others" feel about the courses they are currently taking. In general, a student's mother/female guardian, father/male guardian, guidance counselor, closest male friend, and closest female friend all have shown support for the courses selected. Only a handful of students (1 - 2%) stated that any of these people opposed the courses they are taking. All student groups indicated that their mother/female guardian support their course selection more often than any of the other individuals. There are no major differences between vocational and non-vocational students and between female and male students on this point.

Summary

Within the school, other students and guidance counselors are cited as being the most influential in helping students decide which courses to take. Vocational teachers are more often cited than are non-vocational teachers.

Outside of school, family members are called on by students to help them decide which courses to select. Mother/female guardian is most often mentioned.

CURRENT EMPLOYMENT STATUS

All students were asked if they had a job outside of school, and if they did, a series of descriptive follow-up questions was asked. The table below shows the percentage of students who stated they had a job.

TABLE 14

Do you currently have a job?

	<u>Vocational</u>	<u>Non-vocational</u>
Yes	62%	51%
No	34	47
No response	4	2

More than half of the students in both groups stated that they hold down some sort of job during non-school hours with vocational students being somewhat more likely to have a job (11% more have jobs).

The above figures may seem high, but 10 - 12% of the students (both vocational and non-vocational) who work do so on a voluntary basis or work only occasionally. Another 10% work full-time and 80% work part-time. There was no statistical difference between males and females regarding the likelihood of having a job.

Students who work were asked to indicate their hourly wage.

TABLE 15

Hourly wage		
	<u>Vocational</u>	<u>Non-vocational</u>
Less than \$3.35/hour	13%	18%
\$3.35/hour	27	37
\$3.36-\$4.00/hour	36	30
More than \$4.00/hour	16	6

Over 50% of those vocational students who work make more than federal minimum wage. Only 36% of the non-vocational students make above the minimum wage.

Among non-vocational students, females are receiving a smaller wage than males. Twenty-eight percent (28%) of females who work are paid less than minimum wage, and only 5% of the male students who work make less than minimum wage. At the other end of the wage scale, 12% of males earn over \$4.00/hour, but only 2% of the females make this much. The data for vocational students are inconclusive on this point. If anything, they suggest that females do better than males.

Using the job description given by students, all jobs were classified into traditional, non-traditional, or neither categories. A traditional job is defined as one in which one sex constitutes 80% or more of the total number of people employed. By this definition, most students work in traditional jobs. Only about 5% have jobs in non-traditional occupations. Females and males showed no difference in their propensity to have a non-traditional job.

Finally, students were asked if they had been placed in their job by their

school. More vocational students had been placed than non-vocational students (14% to 6%). Females were no more or less likely to have been placed in a job than males.

Summary

Sixty-two percent (62%) of vocational students and 51% of non-vocational students stated that they have a job outside of school. About 80% of those who work do so on a part-time basis for pay. Males and females are about as likely to work outside of school. Only about 5% of either vocational or non-vocational students are employed in non-traditional jobs. Non-vocational females are likely to receive a lower hourly wage than are male.

APPENDIX A

Vocational Student Questionnaire*

*For percentages breakdowns of open-ended questions not included in the Appendices, see main body of paper.

The questions below are all related to the kinds of courses you are taking and your plans for the future. Please answer each of the questions as completely as you can. All of your answers are secret. No one at your school will ever see your answers. Thank you for your help.

PLEASE CIRCLE THE NUMBER OF YOUR ANSWER TO EACH QUESTION UNLESS OTHER DIRECTIONS ARE GIVEN.

1. What is your sex?

- | | | |
|----|--------|-----|
| 1. | FEMALE | 51% |
| 2. | MALE | 49% |

2. What is your age?

- | | | |
|----|-----------------|-----|
| 1. | YOUNGER THAN 16 | 0% |
| 2. | 16 | 24% |
| 3. | 17 | 42% |
| 4. | 18 | 30% |
| 5. | 19 | 5% |
| 6. | OLDER THAN 19 | 0% |

3. What grade are you in?

- | | |
|----|------------|
| 1. | 11TH GRADE |
| 2. | 12TH GRADE |

4. What is your racial background? (Optional)

- | | | |
|----|-----------------|-----|
| 1. | WHITE | 87% |
| 2. | BLACK | 4% |
| 3. | ASIAN | 2% |
| 4. | HISPANIC | 2% |
| 5. | NATIVE AMERICAN | 4% |
| 6. | OTHER | 3% |

CONTINUED

5. With whom do you live?

1.	FATHER & MOTHER	63%
2.	FATHER & FEMALE GUARDIAN	3%
3.	MOTHER & MALE GUARDIAN	7%
4.	MOTHER ONLY	21%
5.	FATHER ONLY	2%
6.	RELATIVES	1%
7.	FEMALE GUARDIAN ONLY	0%
8.	MALE GUARDIAN ONLY	0%
9.	OTHER (Please fill in)	3%

6. If you have a father or male guardian, what type of employment does he usually have? (For example, engineer, cook)

7. If you have a mother or female guardian, what type of employment does she usually have?

CONTINUED

THIS SECTION DEALS WITH CLASSES YOU ARE NOW TAKING.

8. Please list all of the classes in which you are enrolled right now.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

9. Here is a list of vocational education programs. The programs represent 18 different areas of study. Please read the list carefully.

- | | |
|--------------------|-----------------------------------|
| 1. AGRICULTURE | 10. ELECTRONICS |
| 2. MARKETING | 11. METALS |
| 3. HEALTH SERVICES | 12. CHILD CARE |
| 4. FOOD SERVICES | 13. CLOTHING |
| 5. ACCOUNTING | 14. INSTITUTION & HOME MANAGEMENT |
| 6. CLERICAL | 15. DRAFTING |
| 7. SECRETARIAL | 16. GRAPHIC ARTS |
| 8. MECHANICAL | 17. SERVICE OCCUPATION |
| 9. CONSTRUCTION | 18. FOREST PRODUCTS |

10A. Now please look at the list again and circle the program or programs in which you are now taking classes.

10B. Were you ever enrolled in a vocational education program or programs other than the one(s) you are in right now?

46% 1. YES

44% 2. NO ▶ Skip to Q 11

10C. Which program(s)? (Please list the numbers from the list of 18 above.)

CONTINUED

10D. Why did you change programs?

11. How satisfied are you with the vocational education classes you are now taking?

- | | | |
|----|----------------------|-----|
| 1. | VERY SATISFIED | 54% |
| 2. | SOMEWHAT SATISFIED | 39% |
| 3. | SOMEWHAT UNSATISFIED | 6% |
| 4. | VERY UNSATISFIED | 1% |

12. In which grade were you when you began taking classes in one of the vocational education programs?

- | | | |
|----|------------|-----|
| 1. | 7TH GRADE | 23% |
| 2. | 8TH GRADE | 11% |
| 3. | 9TH GRADE | 29% |
| 4. | 10TH GRADE | 14% |
| 5. | 11TH GRADE | 14% |
| 6. | 12TH GRADE | 5% |

13. Why are you taking classes in the program(s) you have circled in Q 10A?

- | | | |
|----|-------------------------------------|-----|
| 1. | TO PREPARE ME FOR A JOB | 38% |
| 2. | TO PREPARE ME FOR ADVANCED TRAINING | 34% |
| 3. | FOR MY PERSONAL USE OR EDUCATION | 42% |
| 4. | OTHER (Please fill in) _____ | 6% |

14. Do you plan to seek a job related to your vocational education program as soon as you leave school?

- | | | |
|----|-------------|-----|
| 1. | YES | 36% |
| 2. | NO | 23% |
| 3. | NOT SURE | 31% |
| | NO RESPONSE | 9% |

15. How prepared do you feel you will be to get a job related to your vocational education field as soon as you leave school?

- | | | |
|----|---------------------|-----|
| 1. | VERY PREPARED | 19% |
| 2. | SOMEWHAT PREPARED | 56% |
| 3. | NOT VERY PREPARED | 12% |
| 4. | NOT AT ALL PREPARED | 3% |

WE'D NOW LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR CURRENT JOB STATUS.

16A. Do you currently have a job outside of school?

1. YES 62%

2. NO 34%

➤ Skip to Q. 17

16B. What is your job?

TRADITIONAL 64%

NON-TRADITIONAL 4%

NEITHER 18%

CAN'T TELL 13%

NO RESPONSE 1%

16C. Which of the following statements best describes your current job?

1. A REGULAR, FULL-TIME JOB FOR PAY 8%

2. A REGULAR, PART-TIME JOB FOR PAY 82%

3. OCCASIONAL JOBS FOR PAY 8%

4. VOLUNTEER WORK 2%

5. OTHER (Please fill in) _____

16D. What is your hourly wage? _____ LESS THAN \$3.35/hour 13%

\$3.35/hour 27%

\$3.36-\$4.00/hour 36%

16E. Were you placed in this job by your school? \$4.00+/hour 16%

Varies 4%

1. YES 14%

2. NO 86%

16F. Is your job related to training you have received in any of your classes?

1. YES 17%

2. NO 38%

NO RESPONSE 45%

CONTINUED

THE NEXT FEW QUESTIONS ARE IN REGARDS TO YOUR THOUGHTS ON YOUR FUTURE.

17. What do you plan to do during the year after you leave high school? (Circle all numbers that apply.)

- 36% 1. WORK FULL TIME
- 32% 2. WORK PART TIME
- 11% 3. ENTER THE MILITARY (ARMY, NAVY, AIR FORCE, MARINES)
- 10% 4. GO TO PRIVATE VOCATIONAL/BUSINESS SCHOOL
- 8% 5. ENTER APPRENTICESHIP PROGRAM
- 19% 6. ENTER VOCATIONAL PROGRAM AT COMMUNITY COLLEGE
- 13% 7. GO TO A COMMUNITY COLLEGE (FOR SOMETHING OTHER THAN A VOCATIONAL PROGRAM)
- 26% 8. GO TO A FOUR-YEAR COLLEGE
- 8% 9. GET MARRIED
- 9% 10. OTHER (Please fill in) _____
- 11. DON'T KNOW

18A. Thinking about your future, if you could choose any occupation at all, what would it be? (Please fill in)

TRADITIONAL	65%
NON-TRADITIONAL	13%
NEITHER	10%
CAN'T TELL	7%

18B. Think again about your future. What do you really expect to do?

(Please fill in) TRADITIONAL	55%
NON-TRADITIONAL	8%
NEITHER	10%
CAN'T TELL	12%

19A. How about your educational future? If you could choose to continue your education as far as you wanted, how far would you go?

- 1. QUIT HIGH SCHOOL
- 11% 2. GRADUATE FROM HIGH SCHOOL
- 13% 3. COMPLETE VOCATIONAL PROGRAM AT A COMMUNITY COLLEGE
- 5% 4. COMPLETE COMMUNITY COLLEGE (IN SOMETHING OTHER THAN A VOCATIONAL PROGRAM)
- 25% 5. COMPLETE FOUR-YEAR COLLEGE
- 17% 6. DO POST-GRADUATE WORK (COMPLETE MASTER'S OR PH.D DEGREE)
- 8% 7. COMPLETE PROGRAM AT PRIVATE VOCATIONAL/BUSINESS SCHOOL
- 3% 8. COMPLETE APPRENTICESHIP PROGRAM
- 9% 9. CONTINUE EDUCATION THROUGH MILITARY
- 2% 10. OTHER (Please fill in) _____
- 5% 11. DON'T KNOW

19B. How far do you really expect to go with your education?

- | | | |
|-----|-----|---|
| 1% | 1. | QUIT HIGH SCHOOL |
| 16% | 2. | GRADUATE FROM HIGH SCHOOL |
| 13% | 3. | COMPLETE VOCATIONAL PROGRAM AT A COMMUNITY COLLEGE |
| 8% | 4. | COMPLETE COMMUNITY COLLEGE (IN SOMETHING OTHER THAN A VOCATIONAL PROGRAM) |
| 27% | 5. | COMPLETE FOUR-YEAR COLLEGE |
| 8% | 6. | DO POST-GRADUATE WORK (COMPLETE MASTER'S OR PH.D DEGREE |
| 7% | 7. | COMPLETE PROGRAM AT PRIVATE VOCATIONAL/BUSINESS SCHOOL |
| 4% | 8. | COMPLETE APPRENTICESHIP PROGRAM |
| 9% | 9. | CONTINUE EDUCATION THROUGH MILITARY |
| 1% | 10. | OTHER (Please fill in) _____ |
| 3% | 11. | DON'T KNOW |

THE NEXT SERIES OF QUESTIONS CONCERNS THE AVAILABILITY AND TYPE OF JOB/CAREER INFORMATION AT YOUR SCHOOL.

20A. Is job and/or career information available at your school?

- | | | | |
|----|------------|-----|-----------------|
| 1. | YES | 90% | |
| 2. | NO | 2% | → Skip to Q 21A |
| 3. | DON'T KNOW | 9% | |

20B. If you have used the information, how helpful was it?

- | | | |
|----|--------------------|-----|
| 1. | VERY HELPFUL | 20% |
| 2. | SOMEWHAT HELPFUL | 50% |
| 3. | NOT VERY HELPFUL | 16% |
| 4. | NOT AT ALL HELPFUL | 1% |

21A. Does your school have a job and/or career center?

- | | | | |
|----|------------|-----|-----------------|
| 1. | YES | 75% | |
| 2. | NO | 7% | → Skip to Q 22A |
| 3. | DON'T KNOW | 18% | |

21B. Are you given class time to visit and use the center?

- | | | |
|----|-------------|-----|
| 1. | YES | 48% |
| 2. | NO | 51% |
| | NO RESPONSE | 1% |

22A. Does your school have job exploration activities which take students to visit the worksite of an individual to find out about his/her job?

1. YES 45%

2. NO 23%

3. DON'T KNOW 27%

→ Skip to Q 23A

22B. Have you ever participated in one of them?

1. YES 57%

2. NO 40%

NO RESPONSE 3%

→ Skip to Q 23A

22C. If you have participated in one of them, what was the last job that you explored? _____

22D. How helpful did you find the experience?

1. VERY HELPFUL 50%

2. SOMEWHAT HELPFUL 34%

3. NOT VERY HELPFUL 16%

4. NOT AT ALL HELPFUL 0%

23A. Are there any job or career awareness activities such as special films or lectures available at your school?

1. YES 54%

2. NO 12%

3. DON'T KNOW 32%

→ Skip to Q 24A

23B. Have you ever attended any?

1. YES 60%

2. NO 38%

NO RESPONSE 2%

→ Skip to Q 24A

23C. If you have, what was the last activity you attended? _____

23D. How helpful did you find the activity?

1. VERY HELPFUL 23%

2. SOMEWHAT HELPFUL 55%

3. NOT VERY HELPFUL 11%

4. NOT AT ALL HELPFUL 6%

NO RESPONSE 5%

CONTINUED

24A. Have you ever discussed your job or career plans with your guidance counselor?

1. YES 61%
2. NO 39% Skip to 25A

24B. If you have discussed your job or career plans with your guidance counselor, how would you rate the helpfulness of your guidance counselor?

1. VERY HELPFUL 34%
2. SOMEWHAT HELPFUL 44%
3. NOT VERY HELPFUL 14%
4. NOT AT ALL HELPFUL 7%
- NO RESPONSE 1%

25A. Are there any courses that you would like to take but have not been able to?

1. YES 43%
2. NO 57% Skip to Q 26A

25B. Which courses?

ADVANCED PLACEMENT 1%	ACADEMIC 14%
ADVANCED COURSES 4%	ARTS 6%
VOCATIONAL 65%	OTHER 6%
	NO RESPONSE 4%

25C. Why haven't you been able to take them? _____

26A. Has anyone within your school ever discouraged you from taking any particular courses?

1. YES 20%
2. NO 77% Skip to Q 27A

26B. Which courses were you discouraged from taking? (Please list them.)

ADVANCED PLACEMENT 0%	ACADEMIC 28%
ADVANCED COURSES 2%	ARTS 2%
VOCATIONAL 46%	OTHER 0%

26C. Who discouraged you from taking these courses? (Circle all numbers that apply.)

1. OTHER STUDENT(S) 51%
2. TEACHER(S) 31%
3. COUNSELOR(S) 28%
4. TEACHER-AIDE(S) 0%
5. PRINCIPAL 0%
6. VICE-PRINCIPAL 0%
7. JOB/CAREER CENTER PERSONNEL 0%
8. OTHER (Please fill in.) 0% _____

27A. Have you ever been in a class in which most of the other students were members of the opposite sex?

1. YES 64%

2. NO 36%

→ Skip to Q 28

27B. If you have, was the class different than a class which has about the same number of female and male students?

1. YES 41%

2. NO 59%

→ Skip to Q 28

27C. How was it different? _____

28. How willing would you be to take a course if you knew that most of the other students were members of the opposite sex?

1. VERY WILLING 44%

2. SOMEWHAT WILLING 48%

3. SOMEWHAT UNWILLING 8%

4. VERY UNWILLING Less than 1%

CONTINUED

THE NEXT SET OF QUESTIONS CONCERNS THE ATTITUDES OF OTHERS TOWARD THE COURSES YOU'VE CHOSEN TO TAKE.

29. Which of the following people (other than yourself) helped you decide on your choice of courses? (Circle all that apply.)

- 51% 1. OTHER STUDENT(S)
- 9% 2. NON-VOCATIONAL EDUCATION TEACHER(S)
- 28% 3. VOCATIONAL EDUCATION TEACHER(S)
- 38% 4. COUNSELOR(S)
- 0% 5. TEACHER-AIDE(S)
- 0% 6. PRINCIPAL/VICE-PRINCIPAL
- 9% 7. JOB/CAREER CENTER PERSONNEL
- 50% 8. MOTHER OR FEMALE GUARDIAN
- 39% 9. FATHER OR MALE GUARDIAN
- 26% 10. BROTHER(S) OR SISTER(S)
- 11% 11. OTHER (Please fill in) _____
- 12% 12. NO ONE ————— Skip to Q 31

30. Other than yourself, which one of the persons you circled above was the greatest influence on your choice of which courses to take? (Circle only one.)

- 14% 1. OTHER STUDENT(S)
- 1% 2. NON-VOCATIONAL EDUCATION TEACHER(S)
- 7% 3. VOCATIONAL EDUCATION TEACHER(S)
- 22% 4. COUNSELOR(S)
- 3% 5. TEACHER-AIDE(S)
- 0% 6. PRINCIPAL/VICE-PRINCIPAL
- 1% 7. JOB/CAREER CENTER PERSONNEL
- 18% 8. MOTHER OR FEMALE GUARDIAN
- 10% 9. FATHER OR MALE GUARDIAN
- 8% 10. BROTHER(S) OR SISTER(S)
- 4% 11. OTHER (Please fill in) _____
- 11% 12. NO ONE

CONTINUED

31. How does your mother or female guardian feel about the courses that you are currently taking?

- 70% 1. SHE SUPPORTS THE CHOICE OF COURSES
- 26% 2. SHE NEITHER FAVORS NOR OPPOSES THE CHOICE OF COURSES
- 1% 3. SHE OPPOSES THE CHOICE OF COURSES
- 3% 4. SHE IS NOT AWARE OF THE COURSES I AM TAKING
- 0% 5. I DO NOT HAVE A MOTHER OR FEMALE GUARDIAN

32. How does your father or male guardian feel about the courses that you are currently taking?

- 53% 1. HE SUPPORTS THE CHOICE OF COURSES
- 24% 2. HE NEITHER FAVORS NOR OPPOSES THE CHOICE OF COURSES
- 1% 3. HE OPPOSES THE CHOICE
- 7% 4. HE IS NOT AWARE OF THE COURSES I AM TAKING
- 14% 5. I DO NOT HAVE A FATHER OR MALE GUARDIAN

33. How does your guidance counselor feel about the courses that you are currently taking?

- 52% 1. HE/SHE SUPPORTS THE CHOICE OF COURSES
- 26% 2. HE/SHE NEITHER FAVORS NOR OPPOSES THE CHOICE OF COURSES
- 3% 3. HE/SHE OPPOSES THE CHOICE
- 11% 4. HE/SHE IS NOT AWARE OF THE COURSES I AM TAKING
- 6% 5. I DO NOT HAVE A GUIDANCE COUNSELOR

34. How does your closest male friend feel about the courses that you are currently taking?

- 47% 1. HE SUPPORTS THE CHOICE OF COURSES
- 37% 2. HE NEITHER FAVORS NOR OPPOSES THE CHOICE OF COURSES
- 1% 3. HE OPPOSES THE CHOICE
- 10% 4. HE IS NOT AWARE OF THE COURSES I AM TAKING
- 5% 5. I DO NOT HAVE A CLOSE MALE FRIEND

35. How does your closest female friend feel about the courses that you are currently taking?

- 53% 1. SHE SUPPORTS THE CHOICE OF COURSES
- 38% 2. SHE NEITHER FAVORS NOR OPPOSES THE CHOICE OF COURSES
- 1% 3. SHE OPPOSES THE CHOICE
- 4% 4. SHE IS NOT AWARE OF THE COURSES I AM TAKING
- 4% 5. I DO NOT HAVE A CLOSE FEMALE FRIEND

36. Please read the following statements and tell us whether you STRONGLY AGREE, SOMEWHAT AGREE, SOMEWHAT DISAGREE, or STRONGLY DISAGREE. (Please circle your answer for each item.)

A. Women are more satisfied than men with intellectually undemanding jobs.	6% STRONGLY AGREE	39% SOMEWHAT AGREE	31% SOMEWHAT DISAGREE	25% STRONGLY DISAGREE
B. Men are better able to handle crises at work than women.	14% STRONGLY AGREE	28% SOMEWHAT AGREE	25% SOMEWHAT DISAGREE	33% STRONGLY DISAGREE
C. Women who work require greater amounts of sick leave than men.	6% STRONGLY AGREE	24% SOMEWHAT AGREE	29% SOMEWHAT DISAGREE	41% STRONGLY DISAGREE
D. It's more important for a man to earn good money than it is for a woman.	13% STRONGLY AGREE	15% SOMEWHAT AGREE	18% SOMEWHAT DISAGREE	54% STRONGLY DISAGREE
E. When jobs are scarce, equal opportunity for men and women is not such an important issue.	11% STRONGLY AGREE	20% SOMEWHAT AGREE	25% SOMEWHAT DISAGREE	44% STRONGLY DISAGREE
F. There are some jobs that are more suitable for men than women.	54% STRONGLY AGREE	33% SOMEWHAT AGREE	10% SOMEWHAT DISAGREE	3% STRONGLY DISAGREE
G. Women as opposed to men tend to work only when it is an economic necessity.	6% STRONGLY AGREE	34% SOMEWHAT AGREE	35% SOMEWHAT DISAGREE	25% STRONGLY DISAGREE

Please use the space below or on the following page for any comments. Thank you for participating in this survey.

APPENDIX B

Non-vocational Student Questionnaire

The questions below are all related to the kinds of courses you are taking and your plans for the future. Please answer each of the questions as completely as you can. All of your answers are secret. No one at your school will ever see your answers. Thank you for your help.

PLEASE CIRCLE THE NUMBER OF YOUR ANSWER TO EACH QUESTION UNLESS OTHER DIRECTIONS ARE GIVEN.

1. What is your sex?

- 1. FEMALE 57%
- 2. MALE 43%

2. What is your age?

- 1. YOUNGER THAN 16 1%
- 2. 16 20%
- 3. 17 51%
- 4. 18 26%
- 5. 19 1%
- 6. OLDER THAN 19 1%

3. What grade are you in?

- 1. 11TH GRADE
- 2. 12TH GRADE

4. What is your racial background? (Optional)

- 1. WHITE 86%
- 2. BLACK 2%
- 3. ASIAN 4%
- 4. HISPANIC 2%
- 5. NATIVE AMERICAN 5%
- 6. OTHER 2%

5. With whom do you live?

1.	FATHER & MOTHER	68%
2.	FATHER & FEMALE GUARDIAN	4%
3.	MOTHER & MALE GUARDIAN	4%
4.	MOTHER ONLY	12%
5.	FATHER ONLY	1%
6.	RELATIVES	0%
7.	FEMALE GUARDIAN ONLY	0%
8.	MALE GUARDIAN ONLY	0%
9.	OTHER (Please fill in)	9%

6. If you have a father or male guardian, what type of employment does he usually have? (For example, engineer, cook)

7. If you have a mother or female guardian, what type of employment does she usually have?

WE'D NOW LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR CURRENT JOB STATUS.

8A. Do you currently have a job outside of school?

1. YES 51%

2. NO 47%

➤ Skip to Q.9

8B. What is your job?

TRADITIONAL 56%

NON-TRADITIONAL 7%

NEITHER 26%

CAN'T TELL 10%

8C. Which of the following statements best describes your current job?

1. A REGULAR, FULL-TIME JOB FOR PAY 11%

2. A REGULAR, PART-TIME JOB FOR PAY 78%

3. OCCASIONAL JOBS FOR PAY 10%

4. VOLUNTEER WORK 2%

5. OTHER (Please fill in) _____

8D. What is your hourly wage? _____

LESS THAN \$3.35 18%

\$3.35 37%

\$3.36-\$4.00 30%

\$4.00+ 6%

Varies 4%

8E. Were you placed in this job by your school?

1. YES 6%

2. NO 94%

THE NEXT FEW QUESTIONS ARE IN REGARDS TO YOUR THOUGHTS ON YOUR FUTURE.

9. What do you plan to do during the year after you leave high school? (Circle all numbers that apply.)

24% 1. WORK FULL TIME

40% 2. WORK PART TIME

10% 3. ENTER THE MILITARY (ARMY, NAVY, AIR FORCE, MARINES)

7% 4. GO TO PRIVATE VOCATIONAL/BUSINESS SCHOOL

3% 5. ENTER APPRENTICESHIP PROGRAM

9% 6. ENTER VOCATIONAL PROGRAM AT COMMUNITY COLLEGE

21% 7. GO TO COMMUNITY COLLEGE (FOR SOMETHING OTHER THAN A VOCATIONAL PROGRAM)

42% 8. GO TO A FOUR-YEAR COLLEGE

10% 9. GET MARRIED

7% 10. OTHER (Please fill in) _____

0% 11. DON'T KNOW

10A. Thinking about your future, if you could choose any occupation at all, what would it be? (Please fill in)

TRADITIONAL	54%
NON-TRADITIONAL	19%
NEITHER	18%
CAN'T TELL	6%

10B. Think again about your future. What do you really expect to do?

(Please fill in) TRADITIONAL	55%
NON-TRADITIONAL	9%
NEITHER	13%
CAN'T TELL	10%

11A. How about your educational future? If you could choose to continue your education as far as you wanted, how far would you go?

0%	1.	QUIT HIGH SCHOOL
7%	2.	GRADUATE FROM HIGH SCHOOL
6%	3.	COMPLETE VOCATIONAL PROGRAM AT COMMUNITY COLLEGE
9%	4.	COMPLETE COMMUNITY COLLEGE (IN SOMETHING OTHER THAN A VOCATIONAL PROGRAM)
33%	5.	COMPLETE FOUR-YEAR COLLEGE
28%	6.	DO POST-GRADUATE WORK (COMPLETE MASTER'S OR PH.D DEGREE
4%	7.	COMPLETE PROGRAM AT PRIVATE VOCATIONAL/BUSINESS SCHOOL
2%	8.	COMPLETE APPRENTICESHIP PROGRAM
3%	9.	CONTINUE EDUCATION THROUGH MILITARY
1%	10.	OTHER (Please fill in) _____
4%	11.	DON'T KNOW

11B. How far do you really expect to go with your education?

1%	1.	QUIT HIGH SCHOOL
11%	2.	GRADUATE FROM HIGH SCHOOL
7%	3.	COMPLETE VOCATIONAL PROGRAM AT COMMUNITY COLLEGE
10%	4.	COMPLETE COMMUNITY COLLEGE (IN SOMETHING OTHER THAN A VOCATIONAL PROGRAM)
34%	5.	COMPLETE FOUR-YEAR COLLEGE
17%	6.	DC POST-GRADUATE WORK (COMPLETE MASTER'S OR PH.D DEGREE
4%	7.	COMPLETE PROGRAM AT PRIVATE VOCATIONAL/BUSINESS SCHOOL
2%	8.	COMPLETE APPRENTICESHIP PROGRAM
5%	9.	CONTINUE EDUCATION THROUGH MILITARY
2%	10.	OTHER (Please fill in) _____
4%	11.	DON'T KNOW

CONTINUED

12A. Is job and/or career information available at your school?

1. YES 85%
2. NO 5% → Skip to Q 13A
3. DON'T KNOW 10%

12B. If you have used the information, how helpful was it?

1. VERY HELPFUL 22%
2. SOMEWHAT HELPFUL 50%
3. NOT VERY HELPFUL 13%
4. NOT AT ALL HELPFUL 4%

13A. Does your school have a job and/or career center?

1. YES 69%
2. NO 7% → Skip to Q 14A
3. DON'T KNOW 24%

13B. Are you given class time to visit and use the center?

1. YES 50%
2. NO 50%

14A. Does your school have job exploration activities which take students to visit the worksite of an individual to find out about his/her job?

1. YES 37%
2. NO 26% → Skip to 15A
3. DON'T KNOW 34%

14B. Have you ever participated in one of them?

1. YES 34%
2. NO 66% → Skip to 15A

14C. If you have participated in one of them, what was the last job that you explored? _____

14D. How helpful did you find the experience?

1. VERY HELPFUL 67%
2. SOMEWHAT HELPFUL 25%
3. NOT VERY HELPFUL 8%
4. NOT AT ALL HELPFUL 0%

15A. Are there any job or career awareness activities such as special films or lectures available at your school?

1. YES 47%
2. NO 11% → Skip to Q 16A
3. DON'T KNOW 39%

15B. Have you ever attended any?

1. YES 49%
2. NO 51% → Skip to Q 16A

15C. If you have, what was the last activity you attended? _____

15D. How helpful did you find the activity?

1. VERY HELPFUL 22%
2. SOMEWHAT HELPFUL 44%
3. NOT VERY HELPFUL 22%
4. NOT AT ALL HELPFUL 4%
- NO RESPONSE 8%

16A. Have you ever discussed your job or career plans with your guidance counselor?

1. YES 62%
2. NO 38% → Skip to Q 17

16B. If you have discussed your job or career plans with your guidance counselor, how would you rate the helpfulness of your guidance counselor?

1. VERY HELPFUL 30%
2. SOMEWHAT HELPFUL 55%
3. NOT VERY HELPFUL 11%
4. NOT AT ALL HELPFUL 3%

THIS SECTION DEALS WITH COURSES YOU ARE NOW TAKING OR HAVE CONSIDERED TAKING.

17. Please list all of the classes in which you are enrolled right now.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

18A. Below is a list of vocational education programs. Please read the list carefully.

- | | |
|--------------------|-----------------------------------|
| 1. AGRICULTURE | 10. ELECTRONICS |
| 2. MARKETING | 11. METALS |
| 3. HEALTH SERVICES | 12. CHILD CARE |
| 4. FOOD SERVICES | 13. CLOTHING |
| 5. ACCOUNTING | 14. INSTITUTION & HOME MANAGEMENT |
| 6. CLERICAL | 15. DRAFTING |
| 7. SECRETARIAL | 16. GRAPHIC ARTS |
| 8. MECHANICAL | 17. SERVICE OCCUPATION |
| 9. CONSTRUCTION | 18. FOREST PRODUCTS |

18B. Are there any programs listed above in which you have taken classes?

1. YES 80%

2. NO 10%

▶ Skip to Q 19A

NO RESPONSE 10%

18C. In which programs have you taken classes? (Please list the numbers corresponding to the programs you took from the list of 18 above.)

19A. Are there any programs listed above in which you have considered taking classes?

1. YES 67%

2. NO 22%

▶ Skip to 19C

NO RESPONSE 11%

19B. Which vocational programs did you consider? (Please list the numbers corresponding to the programs you considered from the list of 18 above.)

19C. Why did you decide not to take classes in any of these vocational programs?

CONTINUED

20A. Are there any courses, either vocational education courses or others, that you would like to take but have not been able to?

1. YES 49%
2. NO 51%

→ Skip to Q 21A

20B. Which courses?

ADVANCED PLACEMENT	4%	ACADEMIC COURSES	23%
ADVANCED COURSES	2%	ARTS COURSES	12%
VOCATIONAL	53%	OTHER	3%
		NO RESPONSE	2%

20C. Why haven't you been able to take them? _____

21A. Has anyone within your school ever discouraged you from taking any particular courses?

1. YES 29%
2. NO 69%

→ Skip to Q 22A

21B. Which courses were you discouraged from taking? (Please list them)

ADVANCED PLACEMENT	9%	ACADEMIC COURSES	39%
ADVANCED COURSES	4%	ARTS COURSES	7%
VOCATIONAL	36%	OTHER	5%

21C. Who discouraged you from taking these courses? (Circle all numbers that apply.)

- | | |
|----------------------------|-----|
| 1. OTHER STUDENT(S) | 68% |
| 2. TEACHER(S) | 28% |
| 3. COUNSELOR(S) | 23% |
| 4. TEACHER-AIDE(S) | 0% |
| 5. PRINCIPAL | 0% |
| 6. VICE-PRINCIPAL | 0% |
| 7. CAREER CENTER PERSONNEL | 0% |
| 8. OTHER (Please fill in.) | 0% |

CONTINUED

22A. Have you ever been in a class in which most of the other students were members of the opposite sex?

1. YES 70%

2. NO 30% → Skip to Q 23

22B. If you have, was the class different than a class which has about the same number of female and male students?

1. YES 44%

2. NO 55% → Skip to Q 23

22C. How was it different? _____

23. How willing would you be to take a course if you knew that most of the other students were members of the opposite sex?

1. VERY WILLING 47%

2. SOMEWHAT WILLING 46%

3. SOMEWHAT UNWILLING 6%

4. VERY UNWILLING 2%

CONTINUED

THE NEXT SET OF QUESTIONS CONCERNS THE ATTITUDES OF OTHERS TOWARDS THE COURSES YOU'VE CHOSEN TO TAKE.

24. Which of the following people (other than yourself) helped you decide on your choice of courses? (Circle all numbers that apply.)

- 57% 1. OTHER STUDENT(S)
- 10% 2. NON-VOCATIONAL EDUCATION TEACHER(S)
- 14% 3. VOCATIONAL EDUCATION TEACHER(S)
- 54% 4. COUNSELOR(S)
- 0% 5. TEACHER-AIDE(S)
- 0% 6. PRINCIPAL/VICE-PRINCIPAL
- 7% 7. JOB/CAREER CENTER PERSONNEL
- 63% 8. MOTHER OR FEMALE GUARDIAN
- 49% 9. FATHER OR MALE GUARDIAN
- 32% 10. BROTHER(S) OR SISTER(S)
- 12% 11. OTHER (Please fill in) _____
- 8% 12. NO ONE _____ ☒ Skip to Q 26

25. Other than yourself, which one of the persons you circled above was the greatest influence on your choice of which courses to take? (Circle only one)

- 11% 1. OTHER STUDENT(S)
- 1% 2. NON-VOCATIONAL EDUCATION TEACHER(S)
- 2% 3. VOCATIONAL EDUCATION TEACHER(S)
- 18% 4. COUNSELOR(S)
- 1% 5. TEACHER-AIDE(S)
- 0% 6. PRINCIPAL/VICE-PRINCIPAL
- 1% 7. JOB/CAREER CENTER PERSONNEL
- 24% 8. MOTHER OR FEMALE GUARDIAN
- 11% 9. FATHER OR MALE GUARDIAN
- 10% 10. BROTHER(S) OR SISTER(S)
- 8% 11. OTHER (Please fill in) _____
- 15% 12. NO ONE

26. How does your mother or female guardian feel about the courses that you are currently taking?

- 74% 1. SHE SUPPORTS THE CHOICE OF COURSES
- 17% 2. SHE NEITHER FAVORS NOR OPPOSES THE CHOICE OF COURSES
- 3% 3. SHE OPPOSES THE CHOICE OF COURSES
- 5% 4. SHE IS NOT AWARE OF THE COURSES I AM TAKING
- 2% 5. I DO NOT HAVE A MOTHER OR FEMALE GUARDIAN

27. How does your father or male guardian feel about the courses that you are currently taking?

- 63% 1. HE SUPPORTS THE CHOICE OF COURSES
- 17% 2. HE NEITHER FAVORS NOR OPPOSES THE CHOICE OF COURSES
- 4% 3. HE OPPOSES THE CHOICE
- 9% 4. HE IS NOT AWARE OF THE COURSES I AM TAKING
- 7% 5. I DO NOT HAVE A FATHER OR A MALE GUARDIAN

28. How does your guidance counselor feel about the courses that you are currently taking?

- 52% 1. HE/SHE SUPPORTS THE CHOICE OF COURSES
- 31% 2. HE/SHE NEITHER FAVORS NOR OPPOSES THE CHOICE OF COURSES
- 1% 3. HE/SHE OPPOSES THE CHOICE
- 9% 4. HE/SHE IS NOT AWARE OF THE COURSES I AM TAKING
- 7% 5. I DO NOT HAVE A GUIDANCE COUNSELOR

29. How does your closest male friend feel about the courses that you are currently taking?

- 44% 1. HE SUPPORTS THE CHOICE OF COURSES
- 38% 2. HE NEITHER FAVORS NOR OPPOSES THE CHOICE OF COURSES
- 2% 3. HE OPPOSES THE CHOICE
- 8% 4. HE IS NOT AWARE OF THE COURSES I AM TAKING
- 7% 5. I DO NOT HAVE A CLOSE MALE FRIEND

30. How does your closest female friend feel about the courses that you are currently taking?

- 52% 1. SHE SUPPORTS THE CHOICE OF COURSES
- 37% 2. SHE NEITHER FAVORS NOR OPPOSES THE CHOICE OF COURSES
- 2% 3. SHE OPPOSES THE CHOICE
- 5% 4. SHE IS NOT AWARE OF THE COURSES I AM TAKING
- 4% 5. I DO NOT HAVE A CLOSE FEMALE FRIEND

CONTINUED

31. Please read the following statements and tell us whether you STRONGLY AGREE, SOMEWHAT AGREE, SOMEWHAT DISAGREE, OR STRONGLY DISAGREE. (Please circle your answer for each item.)

A. Women are more satisfied than men with intellectually undemanding jobs.	1% STRONGLY AGREE	33% SOMEWHAT AGREE	33% SOMEWHAT DISAGREE	33% STRONGLY DISAGREE
B. Men are better able to handle crises at work than women.	9% STRONGLY AGREE	25% SOMEWHAT AGREE	29% SOMEWHAT DISAGREE	36% STRONGLY DISAGREE
C. Women who work require greater amounts of sick leave than men.	4% STRONGLY AGREE	21% SOMEWHAT AGREE	34% SOMEWHAT DISAGREE	42% STRONGLY DISAGREE
D. It's more important for a man to earn good money than it is for a woman.	12% STRONGLY AGREE	18% SOMEWHAT AGREE	15% SOMEWHAT DISAGREE	55% STRONGLY DISAGREE
E. When jobs are scarce, equal opportunity for men and women is not such an important issue.	6% STRONGLY AGREE	21% SOMEWHAT AGREE	26% SOMEWHAT DISAGREE	47% STRONGLY DISAGREE
F. There are some jobs that are more suitable for men than women.	46% STRONGLY AGREE	40% SOMEWHAT AGREE	7% SOMEWHAT DISAGREE	6% STRONGLY DISAGREE
G. Women as opposed to men tend to work only when it is an economic necessity.	6% STRONGLY AGREE	28% SOMEWHAT AGREE	37% SOMEWHAT DISAGREE	29% STRONGLY DISAGREE

Please use the space below or on the following page for any comments. Thank you for participating in this survey.